

Arts Education in Manitoba: A Message from the Minister

Because arts education can engage, energize, and transform student learning, Manitoba Education and Advanced Learning is committed to ensuring all students in Manitoba have rich, substantive opportunities to learn through the arts from Kindergarten to Grade 12.

There is a strong, rich, and proud history of quality arts education programming in Manitoba and it continues to evolve. Early visionary educational leaders in Manitoba recognized the importance of arts education. In 2014, this view is supported by an impressive body of scientific research that links arts education to academic achievement, student engagement, and physical, emotional, and social well-being.

Quality arts education also provides students with rich, imaginative resources for understanding the world from unique and new perspectives. Our students are living and learning in an increasingly media-driven environment where they regularly draw upon several modes of art. Renewed arts education curriculum frameworks offer a wide range of arts learning that make new forms of art available to students to help them meet the expanded literacy demands of the 21st century.

In the 2010 Manitoba Education Research Network report *A Study of Arts Education in Manitoba Schools*, author Dr. Francine Morin recognized Manitoba's commitment to renewing arts education, noting that "considerable leadership has been demonstrated at the departmental level through the development of key arts education policies, a dedicated vision statement, and new curriculum framework documents in each of dance, drama, music, and visual arts." Manitoba's Kindergarten to Grade 8 arts education curriculum frameworks are currently available and will soon be joined by new Grades 9 to 12 frameworks to support voluntary implementation starting in September 2014. These resources are intended to ensure Manitoba students receive the current, relevant, and engaging arts programming they need to support their learning and well-being.

Because the four essential learning areas of dance, drama, music, and visual arts are interconnected, these new frameworks are holistic in nature and give educators the ability to choose the number and combination of arts disciplines that are appropriate for their local school context. This new teaching approach to arts education is intended to broaden and deepen students' comprehension by creating an engaging learning environment. Educators can use a variety of approaches to arts education that include specialized arts programming and integrated arts approaches.

Manitoba Education and Advanced Learning also works with educational partners to make connections between the work of local arts associations and the arts education curriculum. For example, ArtsSmarts connects local artists with Manitoba schools in collaborations that engage students as they learn through the arts. Local artists and schools are also connected through annual Music Month grants that help schools engage professional musicians to work with students to create their own music. Some of these compositions are featured during Music Month concerts that are organized in partnership with the Manitoba Music Educators' Association and held on the Grand Staircase of the Manitoba Legislative Building.

As a result of the ongoing commitment from students, educators, and educational stakeholders, Manitoba continues to be known and respected nation-wide for excellence in arts education. The new arts education curriculum is being adopted by many schools across Manitoba, helping our students to think, feel, create, innovate, communicate, and adapt to a rapidly changing world.

James Allum
Minister of Education and Advanced Learning

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You're Not Alone with Kids Help Phone

By Marilyn Taylor
Coordinator, Student Services Unit

Manitoba Education and Advanced Learning has partnered with Kids Help Phone to develop and distribute a poster for Manitoba schools as part of the new anti-bullying action plan to help protect students and create a safe, inclusive school environment.

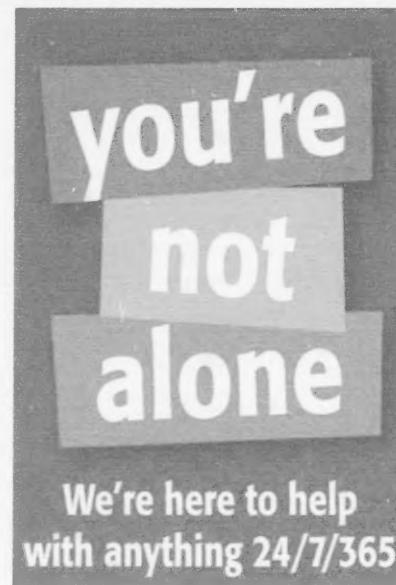
Kids Help Phone is a community-based national organization that provides counselling, information, and support to young people. The poster provides Kids Help Phone contact information to Middle and Senior Years

students who need help or support, including those who have been a target or a witness of bullying behaviour.

Kids Help Phone is an anonymous and confidential phone, online, and live chat professional counselling service for youth that is free of charge, free of judgment, and available 24 hours a day, 365 days a year.

Kids can call with questions and concerns about issues relating to mental health and well-being. The posters are also available for download at www.edu.gov.mb.ca/k12/safe_schools/index.html.

For more information, please contact
Program and Student Services
Manitoba Education and Advanced
Learning
Telephone: 204-945-7907
Toll-free: 1-800-282-8069, ext. 7907
Email: pssbinfo@gov.mb.ca



Building Capacity through Collaboration with Partner Institutions

By Sheila Giesbrecht
Student Success Consultant

Manitoba Education and Advanced Learning is involved in many initiatives to improve student outcomes, teacher capacity, and graduation rates in the province, and these efforts are strengthened by the Department's collaboration with its educational partners.

For example, the Student Success Initiative (SSI) was established in 2008 with a \$1.8 million grant to assist schools that are facing barriers to success by providing them with a framework for supporting students in low socioeconomic communities and by helping them build the capacity of educators in this area. The Winnipeg School Division's Professional Learning and Leadership Centre (PLLC), which provides professional learning and mentor support to new teachers and administrators within the division, supported the SSI project by providing professional learning support for teachers and school leaders.

Through this initiative, the PLLC conducted professional learning needs assessments, provided resources to

support student engagement, and developed assessment for learning tools and strategies. The PLLC provided opportunities for building collegial trust through meaningful sharing of deliberate interventions and by hosting professional learning conversations using protocols and frameworks that support teacher reflection and analysis of teacher, student, and school practices.

The Centre for Aboriginal and Rural Education Studies (CARES) within the Faculty of Education of Brandon University was established in 2009 to support and promote education research. Collaboration and partnerships with schools and with Manitoba Education and Advanced Learning are key components of all of the centre's activities. CARES supported the SSI

project by providing support for the Researcher in Residence program. This involved working to increase the capacity of rural, remote, and northern school divisions by acting as a mentor to school-based SSI teams and by carrying out important actions and applied research on learning. CARES provided opportunities to increase SSI teams' capacity for both quantitative and qualitative data collection, analysis, and presentation of findings, as well as the incorporation of those findings into the school planning process. CARES work has helped to develop the data-processing ability of SSI participants.

By collaborating with partner institutions, Manitoba Education and Advanced Learning is able to extend the positive results from its initiatives. These institutions provide new viewpoints, resources, and perspectives, and these partnerships support innovation in collaborative ways that heighten system-wide engagement, capacity, and quality of programming.

For more information, please contact
Sheila Giesbrecht
Student Success Consultant
Manitoba Education and Advanced
Learning
Telephone: 204-945-7553
Toll-free 1-800-282-8069, ext. 7553
Email: sheila.giesbrecht@gov.mb.ca

Web-Based Courses— What's New?

Blackboard Learn is a learning management system that is the primary interface for Manitoba's Web-Based Courses (WBCs). Over 1,000 Manitoba teachers are currently using *Blackboard Learn*, with approximately 9,000 students currently enrolled in the system. Teachers are using WBCs in face-to-face, blended, and online classrooms to enhance the quality of students' learning experiences and their learning opportunities. As part of its commitment to providing training and support to all teachers, Manitoba Education and Advanced Learning provides access to WBCs at no cost to Manitoba teachers, schools, and Adult Learning Centres.

Content Management

As of Fall 2013, a new content management extension has been integrated into the *Blackboard Learn* system. This allows for the centralized management and distribution of learning resources within a course. The Web-Based Course Request System now offers the following two options to teachers when they make a request to have access to a course.

- ▶ *Course Copy Option A* allows teachers to have a copy of the course that receives automatic fixes and/or updates. Teachers can still make changes to the courses.
- ▶ *Course Copy Option B* is for teachers who do not wish to receive automatic fixes and updates and would prefer to make all changes and modifications themselves.

Blackboard Training and Support

All teachers who have courses in *Blackboard* are enrolled in the Teacher Support Section of *Blackboard Learn*. Visit www.edu.gov.mb.ca/k12/dl/wbc/training_workshops.html to find out when the next training workshop will be offered. Onsite training is provided if there are 10 or more teachers registered for the workshop. One-to-one training is provided upon request. Contact Sophia Palahicky at <sophia.palahicky@gov.mb.ca> or Denis Myers at <denis.myers@gov.mb.ca> for assistance.

To view the list of developed courses, visit www.edu.gov.mb.ca/k12/dl/wbc/courses/index.html. To see what courses are being developed or revised, please visit www.edu.gov.mb.ca/k12/dl/wbc/dev/schedule.html.

Teachers who would like to request their own online classroom and/or any Department-developed courses can do so at the Web-Based Course Request System located at <<http://web4.gov.mb.ca/wbcrequests/logout.do>>.

Distance Learning— What's New?

The following new ISO courses are now available. Order a teacher reference copy today or register students in these courses.

- ▶ Grade 9 Social Studies: Canada in the Contemporary World
- ▶ Grade 10 Social Studies: Geographic Issues of the 21st Century
- ▶ Grade 11 Pre-Calculus Mathematics
- ▶ *Mathématiques au quotidien, 11^e année*

For more information, contact the Distance Learning Unit
Telephone: 204-325-1700

or 1-800-465-9915

Email: distance.learning@gov.mb.ca

Website: www.edu.gov.mb.ca/k12/dl/iso/index.html



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Manitoba Teachers Are Taking Science into Earth Orbit

By John Murray
K-12 Science Consultant

Ever since the 1988 space shuttle *Challenger* accident, which claimed seven lives—including that of Christa McAuliffe, the first teacher to fly aboard a NASA mission—there has been a legacy of students and teachers paying tribute to the idea of taking school science into the cosmos.

This legacy of space exploration, teacher dedication, and student enthusiasm and ingenuity is very much alive here in Manitoba among students in the Interlake School Division. Under the spirited guidance of teachers Leslie Nesbitt-Fuerst from Brant-Argyle School and Maria Nickel of Woodlands Elementary School, Grades 5 and 6 students from eight community schools in the Interlake engaged with their teachers in what has become a sensational international effort to have students send payload experiments into low-Earth orbit aboard the International Space Station (ISS). These students were invited to participate in the Student Spaceflight Experiments Program (SSEP) Mission 3 to the ISS. SSEP is overseen by the Arthur C. Clarke Institute for Space Education and was “launched” in June 2010 in partnership with NanoRacks I.I.C.

The Student Spaceflight Experiments Program is coordinated by the National Center for Earth and Space Science Education (NCESSE). Woodlands Elementary science teacher Maria Nickel spearheaded the proposal that was ultimately approved, with two Grade 6 students participating in this rather prestigious spaceflight program. She was named Director for the Interlake School Division Community for the SSEP and Woodlands Elementary became the lead school in the program.

These eight elementary schools were given the opportunity to design and propose a real experiment to fly in low-Earth orbit. This unique educational initiative engaged about 450 Grades 5 and 6 students among these schools with the ability to design and propose a real experiment to fly on the ISS. But these experiment payloads first had to survive being lofted into orbit aboard

the *Orbital 1-Antares* rocket and a space transport vehicle called the *Cygnus* space capsule, and then on the International Space Station’s facilities.

Such an exciting mission to the zero-G environment of low-Earth orbit does not happen without some key partnerships. This case included partnerships among the Province of Manitoba, Aerotech International, Bristol Aerospace, Boeing, StandardAero, Acsion Industries, Acetek Composites, Manitoba Hydro, and Allied Wings.

Two Argyle School students, when speaking about their winning experiment, said “We wanted to know if astronauts can decrease their risk of cancer by taking an antioxidant supplement. Therefore, the questions to be addressed by our experiment were: *Will cosmic radiation increase the rate of mutations in yeast’s DNA? Will an antioxidant from green tea decrease the rate of mutations in DNA?*”

In describing the procedure used for their experiment, the young space scientists indicated that they used yeast. Originally they wanted to test human cells in space, but they found out that they would die before they got there. The cells would not survive for several reasons: there is not enough oxygen, there would be no way for them to eliminate waste, there would not be enough nutrients, and it would not be warm enough. They used yeast as a model for human cells because it is very similar to other rapidly growing cells and it is easy to work with.



Launch of the Antares rocket that carries students' experiment payloads to rendezvous with the International Space Station.

From December 15–22, 2013, the winning experiment group travelled to Washington, D.C. to see the launch at Wallops Island, Virginia at NASA's MARS facility. There was a coolant leak and malfunction on the ISS while they were there, so unfortunately the scheduled launch was postponed. Weather delays and solar storms further delayed the mission until January 9, 2014, when it took off at 1:07 EST and docked with the ISS on January 12, 2014. Although the students were deeply disappointed at the launch delay of their experiment, they understood that this type of enterprise is always a risky venture and full of unknowns. Their experiment returned to Earth in March on the Russian Federation's *Soyuz* spacecraft.

The Interlake students received Twitter shout-outs from across Canada and from around the world, including the Canadian Space Agency which tweeted on its site: "Congrats on a successful launch and welcome to space, been a long haul!" Later that week, our newest Canadian Astronaut, Jeremy Hansen, tweeted: "Awesome to see young Canadians unraveling the mysteries of space radiation. Great job!" While in the Washington area, the students took in the Smithsonian Air and Space Museum and met with Jim Stofan, who is the Assistant Deputy NASA Education Director at NASA headquarters in Washington. Canadian Ambassador to the U.S., former Manitoba Premier Gary Doer, greeted the group at the rooftop meeting area for dignitaries.

In February, Maria Nickel was also able to attend a NASA-sponsored science, technology, engineering, and math conference, which was also attended by teachers from 10 countries. Having the opportunity to be a part of such a prestigious project to put their own science into space was a first for Manitoba, a first for a Canadian school division, and a first for elementary school students.

Manitoba Education and Advanced Learning is also providing and promoting student and teacher resources to increase interest and student success in science and to develop awareness of career choices and educational opportunities in the many fields of science. There are a host of opportunities available to our dedicated science educators and students alike as the *Action Plan for Science Education in Manitoba* continues to unfold.

For further information on how to be involved in the action plan, see www.edu.gov.mb.ca/k12/our/science/action_plan/rationale.html or contact John Murray
K-12 Science Consultant
Manitoba Education and Advanced Learning
Email: john.murray@gov.mb.ca

For more information about the Student Spacelight Experiments Program and opportunities to become involved with the National Center for Earth and Space Science Education, please contact
Maria Nickel
Director, Interlake School Division Community Student Spacelight Experiments Program (SSEP)
Email: maria.nickel@isd21.mb.ca

"As the program progresses, we hope to involve our students with local mentors, travel to see the launch, and take part in the Smithsonian Conference associated with their spaceflight experiments.... This is an amazing opportunity for the entire community and the province of Manitoba to offer their time as mentors and lend their expertise to our students. It is our hope that this program inspires the next generation of Canadian space scientists, aeronautical engineers, and astronauts."

- Woodlands Elementary science teacher
Maria Nickel



SSEP Director Maria Nickel in the flight director's chair at the launch facility.

Mental Health and Wellness: Educating for ACTION

By Ken Klassen

Executive Director, Manitoba Association of School Superintendents

Manitoba Education and Advanced Learning is partnering with Manitoba Children and Youth Opportunities and the Manitoba Association of School Superintendents (MASS) in presenting *Mental Health and Wellness: Educating for ACTION*.

This conference, which will take place on November 13–14, 2014, is the fourth conference in the biannual Education for ACTION series. The previous topics were the Engaged Learner in 2008, Social Responsibility in 2010, and Sustainability in 2012.

In its 2012 position paper "Mental Health Framework for Students," MASS stressed the urgent need to address the social and emotional health of children and youth in a planned, integrated, and holistic way. When actions are harmonized, young people are able "to realize their full potential as learners and as healthy, productive members of society."

Informed by this position paper, Healthy Child Committee of Cabinet partner departments, community partners, and the Oversight Committee for Child and Youth Mental Health collaborated to draft *Rising to the Challenge for Children and Youth: Manitoba's Mental Health Action Framework*. This document serves as a "plan to plan." It offers a template for collaborating, building, and communicating cross-sectoral consensus on priorities, for coordinating and realigning existing resources, and for identifying opportunities, all to maximize the mental health outcomes of our province's youngest citizens.

The Educating for ACTION conference is also intended to promote these results by providing a forum where educators can address mental health and wellness in a "planned, integrated, and holistic" way. With over 700 in attendance, conference participants will include divisional teams of superintendents, trustees, principals, teachers, and student services, resource, and guidance personnel, as well as representatives from universities, and staff from Manitoba Education and Advanced Learning and the many agencies and non-government organizations dedicated to mental health and wellness issues. A student forum of approximately 90 high school students will be organized by Manitoba Children and Youth Opportunities, and students will participate in the general conference with their divisional teams as well as in sessions designed especially for them.

Conceptual Framework

The conference focus on mental health and wellness reflects a desired balance between mental health issues and mental wellness, starting with a recognition of current challenges and concerns and moving directly and optimistically towards a vision of mental and emotional strength and well-being. A broad perspective will be provided by experts, clinicians, educators, people with lived experience, and other voices from the field.

The conference structure consists of two days made up of four half-day strands that reflect Ken Wilber's Integral Theory Model:

- ▶ **Courage:** The conference begins with a focus on the awareness of courage in the individual experience within the context of mental health and wellness.
- ▶ **Compassion:** The compassion strand will focus on caring for the other.
- ▶ **Connection:** The connection strand will focus on how we work together to support each other and meet our needs.
- ▶ **Community:** The community of partners and different sectors has a commitment to fulfill the call to action with which we started.

The conference highlights both national and local presenters and has so far confirmed the following world-class speakers:

Dr. Stan Kutcher	Dalhousie University	Halifax, NS
Dr. Martin Brokenleg	Reclaiming Youth International	
Dr. Corey Keyes	Emory University	Atlanta, GA
Mary Gordon	Roots of Empathy	Toronto, ON
Dr. John Walker	St. Boniface Hospital	Winnipeg, MB
Dr. Gordon Neufeld	Neufeld Institute	Vancouver, BC
Dr. Gabor Maté	Physician, Author	Vancouver, BC
Dr. Beth Doll	University of Nebraska	Lincoln, NE
Dr. Debra Pepler	PrevNet, York University	Toronto, ON
Dr. Heather Stuart	Queen's University	Kingston, ON
Justice Murray Sinclair	Chair of the Truth and Reconciliation Commission of Canada	

Background to the Conference

The Current Problem:

Recent studies have indicated that almost one-half of all lifetime cases of mental illness begin before the age of 14 and 75% start by age 24. This highlights the need for early mental health promotion, mental illness prevention, and early identification and intervention for emerging problems in children and youth. In Manitoba, according to Early Development Instrument (EDI) data, 20% of children experience social and emotional problems by age five.

The Change Required:

From early childhood through the school years, we need to promote mental health and prevent mental illness. Mental disorders are the largest single contributing factor to illness in young people from ages 12 to 25. Despite this, the majority of Canadian youth requiring mental health care do not receive it in a timely manner. Unrecognized or untreated mental disorders may lead to numerous negative social, vocational, interpersonal, and family outcomes, and may even be life-threatening due to

associated medical conditions and suicide.

In his article "Bringing Schools to Mental Health and Bringing Mental Health to Schools: Challenges, Confusions and Opportunities," which appeared in the Spring 2013 *MASS Journal*, Stan Kutcher emphasizes how the development of timely and effective early identification and interventions is necessary to improve short- and long-term outcomes for young people and their families. School systems play an important role in prevention of mental disorders, in their early identification, and in intervention.

Dialogue into Action:

Manitoba Healthy Living and Seniors' 2011 mental health strategic plan *Rising to the Challenge*, which is available at <www.gov.mb.ca/healthyliving/mh/docs/challenge.pdf>, emphasized how mental health is everyone's business and that we all have a role to play in improving the mental health of Manitobans. Because children and youth spend a significant amount of time in school, there is an expectation and a responsibility for school divisions and school staff to address mental health issues and to promote wellness.

In the MASS position paper, the goal is a strategic,

provincial plan for a comprehensive, collaborative three-tiered mental health framework that would benefit *all children and youth* from birth to adulthood. This plan would include the following:

- ▶ timely and responsive access to the services of mental health professionals and enhanced psychiatric services
- ▶ ongoing school-based collaboration with mental health professionals to plan and deliver universal, selective, and intensive tiers of programming, supports, and services
- ▶ a communication protocol, including common language, for mental health professionals and intersectoral partners
- ▶ equitable mental health services for rural, northern, and urban regions of the province

For more information about the conference, go to <www.educatingforaction.ca> or contact

Michelle Bahuaud

Consultant

Manitoba Education and Advanced Learning

Telephone: 204-945-6761

Toll-free: 1-800-282-8069, ext. 6761

Email: michelle.bahuaud@gov.mb.ca



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Manitoba 

Treaty Relationship and You Day

By Richard Perrault
Research Consultant, Aboriginal Education Directorate

On Monday, September 23, 2013, over 100 Manitoba Education and Advanced Learning employees attended the one-day "Treaty Relationship and You Day" at the Legacy Centre in Winnipeg.

Opening and welcoming remarks were provided by then Minister of Education Nancy Allan, Deputy Minister of Education Gerald Farthing, and Commissioner James B. Wilson. The Treaty Relations Commission of Manitoba (TRCM) provided the morning plenary speakers, which included Elder Dr. Harry Bone, who spoke about traditional understanding of treaty relationships. Dr. Jean Friesen, who is a Professor of History at the University of Manitoba, provided a historical overview of Aboriginal-European relations, particularly as they related to treaty development in 19th century western Canada.

Project lead Cynthia Bird presented an overview of the Treaty Education Initiative (TEI). Essentially, the goals of the TEI are to increase the knowledge and understanding of the treaties and the treaty relationship among Manitoba Kindergarten to Grade 6 students and educators. Cynthia also introduced the participants to *Treaty Essential Learnings: The Treaty Experience in Manitoba*, which is a reference document to assist Kindergarten to Grade 12 and post-secondary educators. Commissioner Wilson often refers to this document as the "Coles' Notes" for understanding the treaties and the treaty relationship.

The afternoon broke out into a series of concurrent workshops exploring a number of issues related to treaties.

Kevin Lamoureux, who is an instructor in the University of Winnipeg's Faculty of Education and ACCESS Education Program, presented "The Other in the Classroom," which explored the role of culture and perspective in schools, with a particular focus on the culture and experience of poverty and how this can affect school experiences.

Greg Pruden, who is the Aboriginal Perspectives consultant for Manitoba Education and Advanced Learning's

Instruction, Curriculum and Assessment Branch, and Linda Connor, who has been seconded as its social studies curriculum consultant, presented "The Implementation of Treaty Education: A Provincial Perspective," which focused on treaty education in Manitoba classrooms through the social studies curricula in Grades 5, 6, 9, and 11, as well as in Grade 12 Current Topics in First Nations, Métis, and Inuit Studies.

Dennis White Bird is an Anishinaabe from the Rolling River First Nation who was the former and first Treaty Commissioner of the TRCM and also former Grand Chief of the Assembly of Manitoba Chiefs. Dennis provided background information on the establishment of the Treaty Commissions in Canada, including the Office of the Treaty Commissioner in Saskatchewan and the Treaty Relations Commission of Manitoba. Dennis worked as a

teacher for seven years before he was called to take a leadership role within his community. During his 18 years as the Chief of Rolling River, Commissioner White Bird successfully negotiated a Treaty Land Entitlement agreement with Canada and Manitoba. His community was the first to ratify the agreement.

Other workshops included one by Dionne Deer, who presented on the implementation of treaty education from a divisional perspective. This session included treaty education at specific grade levels as well as system-wide implementation. Amanda Simard, who is the Education Coordinator at the TRCM, provided an overview of the Kindergarten to Grade 6 treaty education resources. Aimée Craft, who is an Indigenous lawyer from Manitoba, conducted a session exploring the historical overview of Treaty One negotiations and stories from the Elders.

The day concluded with a Plenary Panel composed of Helen Robinson Settee, Director of the Aboriginal Education Directorate, Commissioner Wilson, Dennis White Bird, and Greg Pruden as facilitator. The topic was "Why Treaties Matter."

Evaluative feedback was very positive, with participants indicating that it was a great day with excellent speakers and sessions and that it provided very valuable information.

For more information, please contact
Tania Munroe
Consultant
Aboriginal Education Directorate
Telephone: 204-945-7888
Toll-free: 1-800-282-8069, ext. 7888
Email: tania.munroe@gov.mb.ca

What is the Treaty Relations Commission of Manitoba (TRCM)?

The TRCM is a neutral body, created through a partnership between the Assembly of Manitoba Chiefs (AMC) and Canada with a mandate to strengthen, rebuild, and enhance the treaty relationship and mutual respect as envisaged by the treaty parties. The TRCM will enhance and maintain positive intergovernmental relations and cooperation, conduct independent research that advances discussion on treaty-related issues, and facilitate public understanding of the importance and role of treaty making in building a stronger and healthier nation. To learn more, visit www.trcm.ca/.



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Research Profile

Global Educators in the Classroom

By *Lloyd Kornelsen*
Professor, University of Winnipeg

Dialogical theory requires that the world be unveiled. No one can, however, unveil the world for another. Although one Subject may initiate the unveiling . . . the others must become subjects of this act.

—Paulo Friere

One of the biggest challenges in teaching high school social studies is helping students to see and understand one another in the context of a classroom brimming with differing world views, identities, and opinions. This is often hard work that requires shaking off stereotypes, ignorant paternalism, prejudiced chauvinism, and fear of the other. However, if students are able to succeed at this in the classroom and see each other as fellow human beings amidst diversity and difference, it will have implications for their overall world outlook. They will become more empowered and open to diversity, and they will ultimately gain a sense of common global purpose and responsibility.

After 25 years of teaching, I have come to believe that students do not acquire these qualities through didactic teaching. In his 2006 book *Educating the Global Citizen*, George Walker, head of the International Baccalaureate Organization (IBO), spoke on educating for world citizenship and stated, “the success of every educational endeavour depends upon a teacher . . . school buildings are important and the number of books in the library matter, but without the right teachers the whole lot comes crashing down.” Yet, after this singular endorsement, Walker offers little in the way of clear answers about what teachers do or could do to keep the whole lot from “crashing down.”

Walker is not alone. There is a long history of silence with regard to the teacher’s role in teaching. One can look back to

Socrates’ assertion that teaching anything is impossible (since all learning is recollection) or, more recently, to Heidegger’s claim that teachers should just let learners learn. Even John Dewey, the pre-eminent education philosopher of the 20th century, maintained that while teachers may play an indispensable role in facilitating learning, they can never teach anything directly.

So, if teachers cannot teach anything directly and yet their role is indispensable, what is the task of the global educator? Based on my teaching experience, I think one of the teacher’s most affecting roles arises in the myriad situations and circumstances—central to the shared lives of students and teachers—that call for thoughtful interpretation and critical response. Often, these situations are unanticipated and more complicated than previously conceived; they never arrive neatly presented or packaged, and they call for making discriminating judgments in the moment. If so, the following truisms apply.

First, since global educators use their personal convictions about global ethics and about education’s moral purpose as the ground from which they are able to guide and engage students, they need to reflect personally at deep and sophisticated levels so that they have the wherewithal to respond with insight and integrity, and to help these students who have called them teachers to make sense of their world.

Second, global educators need to know and care for their students. Teachers who care about their students, who have a nuanced sense of their capacities and limitations, and who trust and are trusted will have a clearer sense of when and whether to intervene, and when and whether students should be free to interpret their experience and unveil their own worlds. Studies show that exemplary educators have an instinctive sensibility for knowing when to do what and how. It is rooted in an abiding understanding of, and care for, students.

Third, since global educators—wittingly or not—mediate student experience, they need to be mindful of their “presence.” Educators’ whole beings—including their enthusiasms, cares, convictions, and attitudes toward students—are seen and felt, and affect how students see themselves and their relationship to the world. For example, as Peggy McIntosh (2005) concludes in her 2005 article “Gender Perspectives on Educating for Global Citizenship”:

In school, sometimes it is the heartfelt trust of a teacher in the worth of a student in a completely local situation that produces a faith within the student that he or she is connected to the world in a way that matters, and that the world is worth caring about. . . . The global sense for belonging and making spaces for all to belong can be developed close to home by teachers bringing the wholeness of their emotions and capacities into classrooms.

As my career shifts from teaching high school social studies to (re)searching practice, this is a question I have of my teaching colleagues: what do they say about their role as social studies teachers—those teachers who have been charged with educating for global awareness and engagement? Do they align with the conclusions above? What has been their experience? What do their interpretations unveil, their reflections reveal, and their stories illuminate? And how ultimately do their offerings broaden our horizons of teaching practice and of social studies education?

Profile Lloyd Kornelsen

For the past many years, Lloyd Kornelsen has worked at the University of Winnipeg’s Collegiate and Global College. In various roles—*instructor, administrator, and program consultant*—Lloyd has focused on *global citizenship education: teaching courses, developing curricula, facilitating practicums, and overseeing internships*. Lloyd recently completed his Ph.D. in Education and works in the Faculty of Education, University of Winnipeg.



Making Music at Buchanan School

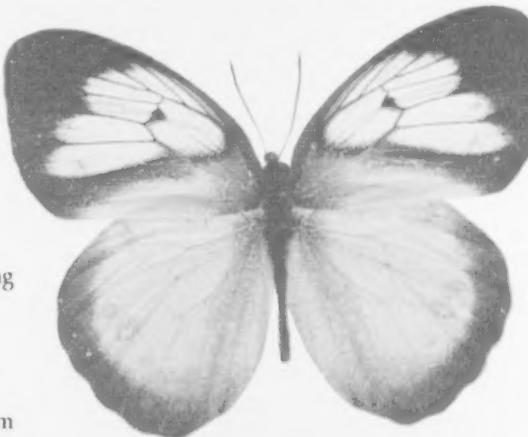
By Ashley Queen
Music Specialist, Buchanan School

Have you ever seen a butterfly with a broken wing? While it is still a beautiful creature, without a strong body and four functioning wings, it can no longer take flight.

So it is with Manitoba's new curriculum for the arts, where the butterfly's four wings represent four interconnected essential learning areas. Each of these essential learning areas—Music Language and Performance Skills, Creative Expression in Music, Understanding Music in Context, and Valuing Musical Experience—connect to the fifth part, the main body in the centre. The philosophy and learning outcomes of the curriculum frameworks for dance, drama, music, and visual arts education are each represented by a butterfly. In this case, the music butterfly represents the student taking flight as a developing musician.

At Buchanan School, the music program is designed to develop all four essential learning areas together as one cohesive whole, with making music at the centre of it all. In a unit based on the poem "Weather is Full of the Nicest Sounds" by Aileen Fisher, Buchanan School students experienced each wing of the music curriculum simultaneously, while working actively as music makers and creators.

First, students listened to a read-aloud of the poem and discussed the kinds of words that were used. They quickly discovered that the poem consisted



mainly of sound words that were describing the weather.

Next, students explored the use of word art as a way to visually represent these sound words. For example, a student might use many tiny dots to form the letters in the word "sprinkles," thereby showing the sound the word represents.

Once each word had a visual representation through word art, students chose classroom instruments to represent each word sound. In choosing appropriate instruments, students took into consideration such concepts as the length of a sound and its dynamics and timbre. Then, they explored a variety of playing techniques in order to create the desired effects. After rehearsing

and refining their representation of the poem, students invited the classroom teacher to watch the final performance. The students also made a video recording for the group's own viewing, allowing them to assess the final product together.

At this point, students were ready to create their own sound poems. As a class, they brainstormed topics and a large list of sound words. Students worked in pairs or small groups to write an original poem, with access to resources such as the Internet, dictionaries, thesauruses, books, and fellow classmates. Once the poem was drafted and revised, students chose classroom instruments to represent the sound words in their poems. With the help of classmates as instrumentalists, students performed their poems for one another.

Next, students were invited to create a visual representation of their poem as well as a sound recording. The two were then put together on the computer to create a video, complete with voice, instruments, and visuals.

Students assessed their own work based on criteria created by the class, addressing the appropriateness of instrument choices, word choices, visual representation, and the quality of the final product.

In the end, students created their own musical masterpiece, which allowed them to be music makers while strengthening all four "wings" of their musical education: learning music language and performance skills, using creative expression, understanding music in context, and valuing musical experiences.

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Contact Information:

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Louise Boissoncault
1567 Dublin Avenue
Winnipeg MB R3E 3J5
Telephone: 204-945-1006
Toll-free: 1-800-282-8069, ext. 1006
Fax: 204-945-3042
Email: louise.boissoncault@gov.mb.ca

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